

# OUR TIME IS NOW.



2009-2010  
Report to  
Stakeholders



OUR MISSION  
TO ESTABLISH SOCIAL  
AND EMOTIONAL  
LEARNING (SEL) AS AN  
ESSENTIAL PART OF  
EDUCATION. WE  
ENVISION A WORLD  
WHERE FAMILIES,  
SCHOOLS, AND  
COMMUNITIES WORK  
TOGETHER TO  
PROMOTE CHILDREN'S  
SUCCESS IN SCHOOL  
AND LIFE AND TO  
SUPPORT THE HEALTHY  
DEVELOPMENT OF  
ALL CHILDREN.



# COLLABORATING TO ADVANCE HIGH-QUALITY SEL RESEARCH AND PRACTICE

LETTER FROM CASEL PRESIDENT AND CEO ROGER P. WEISSBERG

While listening to my professor Emory Cowen's keynote address at the 1976 American Psychological Association convention, I found myself thinking about a question that has become my life's work: How do schools, parents, and communities work together most effectively to promote positive behavioral outcomes in children?



For the past 35 years I have collaborated with extraordinary partners to address this question through designing, implementing, and evaluating school-family-community programming to promote children's social, emotional, and academic learning. It's been a journey that has required resilience and optimism. This past year, in particular, has been one of ups and downs, from both a personal and professional perspective.

Personally, we at CASEL lost one of our most significant and valued collaborators when Mary Utne O'Brien passed away in the spring. Mary was brilliant and caring. She had an uncompromising sense of justice. And she was a true collaborator. Her commitment to expanding SEL practice was unparalleled, and she worked so that children everywhere could benefit from social and emotional learning (SEL).

We especially missed Mary as we convened the team that spent the better part of the year developing CASEL's new five-year strategic plan to expand SEL across the United States. The team—comprised of the CASEL board of directors, Jennifer Buffett and Pamela McVeagh-Lally of NoVo Foundation,

**PROVIDING CHILDREN OPPORTUNITIES TO BECOME KNOWLEDGEABLE, RESPONSIBLE, CARING AND CONTRIBUTING INDIVIDUALS IS AT THE HEART OF WHAT WE DO.**

ROGER P. WEISSBERG

and the Bridgespan Group—developed a strategic plan for CASEL that will effectively advance scientific research on SEL, expand SEL practice, and build the SEL field.

Currently the CASEL board and staff—with the support of NoVo Foundation, the University of Illinois at Chicago, and a talented group of SEL researchers, program providers, and educators—are embarking on an ambitious, exciting effort to implement this plan. High on our list is the need to strengthen federal and state education policies related to SEL. In addition, through our multiyear District Initiative, CASEL will identify and work closely with selected large school districts that have made a commitment to high-quality implementation of districtwide SEL programming.

Professionally, this is an exciting opportunity for me to collaborate with others to develop strategies that will contribute to a dynamic and growing national SEL movement. In order to give my best effort to this important endeavor, I have begun the transition to the role of CASEL's CEO, in addition to President.

Another central component of our strategic plan emphasizes a continuing focus on what has always made CASEL a leader in the SEL field: rigorous science and research. Recently released in *Child Development* was CASEL's meta-analysis, a major review of more than 200 SEL evaluations involving more than 270,000 students. The study found that, in addition to a wide range of positive social and emotional benefits, the academic achievement of students who participated in SEL programs improved significantly.

CASEL is preparing to release a review of Pre-K-12 social-emotional learning standards in all 50 states and 6 U.S territories. In addition to highlighting exemplars and revealing gaps, this important project will enable state policymakers to use learning standards to support the implementation of high-quality SEL programming.

Our staff is also conducting a systematic review of available SEL programs. This will lead to a

new publication similar to *Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs*, originally published in 2003. SEL programming has continuously improved over the years. The updated guide will highlight positive advances and identify ways to strengthen future practice.

I am thrilled to be part of CASEL's work to bring fundamental change to Pre-K-12 education. My sincerest thanks to all of you for your own efforts to advance the SEL field, for your support for CASEL, and for your commitment to promoting young people's success in school and life. Providing children opportunities to become knowledgeable, responsible, caring, and contributing individuals is at the heart of all we do.

*Roger P. Weissberg*

Roger P. Weissberg, Ph.D.  
President and CEO



## PLEASE HELP

PLEASE CONSIDER A FULLY TAX-DEDUCTIBLE DONATION TO CASEL. AS A 501(C)(3) NON-PROFIT ORGANIZATION, OUR WORK TO EXPAND AND IMPROVE SEL EDUCATIONAL PRACTICE DEPENDS ON FINANCIAL SUPPORT FROM PRIVATE FOUNDATIONS, GOVERNMENT ENTITIES, AND INDIVIDUALS LIKE

# YOU.

# TOWARD BROADER ACCEPTANCE OF SEL



A MESSAGE FROM TIMOTHY P. SHRIVER, CHAIR, CASEL BOARD OF DIRECTORS

## Dear Friends:

The title of CASEL's December 2009 Forum in Washington, D.C. said it all: "Social and Emotional Learning: Ready!"

CASEL and the broader field of social and emotional learning (SEL) are indeed ready to advance the SEL movement in significant ways and implement a far-reaching national expansion initiative for SEL. Creating this initiative has been the focus of CASEL's work for the past year. As we mobilize for this effort, the excitement within CASEL and among our collaborators is palpable.

The timing for a broadly based national SEL initiative could not be better. After many years of school reform efforts focused almost exclusively on the results of standardized achievement tests, the search for a more comprehensive approach is gaining ground. Educators and policymakers increasingly recognize that a wide range of factors, particularly social and emotional development, profoundly influence children's success in school and life. A growing coalition is looking for ways to enhance the emphasis on academic skills with a deeper focus on the best practices in teaching and learning and on relationships within schools.

During the past year, awareness of the importance of SEL led to landmark bipartisan



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TIMOTHY P. SHRIVER

legislation in Congress: HR 4223, the Academic, Social, and Emotional Learning Act of 2009. The bill would provide \$35 million annually for grants to school districts for SEL implementation, a national SEL resource center, and a national evaluation of the program. CASEL's leaders and close colleagues were a key resource in shaping the legislation.

The successes of the past year would not have been possible without the extraordinary support of our collaborators and donors who so generously made significant funding available for CASEL's organizational expansion and outreach.

This year we also welcomed two new members to our board of directors. Jennifer Buffett of NoVo Foundation is a passionate advocate for SEL and has been a major leader and sponsor of CASEL's National Expansion Initiative. Linda Darling-Hammond, a professor of education at Stanford University, is among the most influential leaders in the national debate about

school reform. We are thrilled that she will share her expertise with us on the CASEL Board.

CASEL and the SEL field have made great strides in the past year, and we are poised for even more significant growth in the years to come. We have no illusions, however, about the challenges before us. One of the biggest is the need to develop greater awareness and acceptance of SEL among policymakers and

the general public—creating the public will to establish SEL as an essential element of Pre-K-12 education. That has been CASEL's mission since our inception in 1994, and it will continue to guide us as we embark on our expansion efforts.



Timothy P. Shriver, Ph.D.



After many years of school reform efforts focused almost exclusively on the results of standardized achievement tests, the search for a more comprehensive approach is gaining ground.

**AUDITED STATEMENT OF ACTIVITIES**  
For the Year Ended June 30, 2010

	Unrestricted	Temporarily Restricted	Total
<b>Revenues and other support:</b>			
Contributions	\$269,660	\$1,299,785	\$1,569,445
Program revenue	115,645	-	115,645
Investment income	316	-	316
Other	42,244	-	42,244
Net assets released from restriction	2,037,784	(2,037,784)	-
<b>Total revenues and other support</b>	<b>2,465,649</b>	<b>(737,999)</b>	<b>1,727,650</b>
<b>Expenses:</b>			
Program Services	1,819,924	-	1,819,924
Management and general	950,069	-	950,969
Fundraising	104,472	-	104,472
<b>Total expenses</b>	<b>2,874,465</b>	<b>-</b>	<b>2,874,465</b>
<b>Change in net assets</b>	<b>(408,816)</b>	<b>(737,999)</b>	<b>(1,146,815)</b>
<b>Net assets:</b>			
Beginning of year	919,310	3,988,091	4,907,401
<b>End of year</b>	<b>\$510,494</b>	<b>\$3,250,092</b>	<b>\$3,760,586</b>

**AUDITED STATEMENT OF FINANCIAL POSITION**  
June 30, 2010

<b>ASSETS</b>		
Cash and cash equivalents		\$1,973,995
Prepaid expenses		19,729
Accounts receivable		66,015
Pledge receivable		2,022,931
Property and equipment, net		46,616
<b>Total assets</b>		<b>\$4,129,286</b>
<b>LIABILITIES AND NET ASSETS</b>		
<b>Liabilities:</b>		
Accounts payable and accrued liabilities		\$368,700
<b>Net assets:</b>		
Unrestricted		510,494
Temporarily restricted		3,250,092
<b>Total net assets</b>		<b>3,760,586</b>
		<b>\$4,129,286</b>

Full audited financial statement available upon request.

## CASEL DONORS

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**Over \$500,000**  
NoVo Foundation

**\$100,000- \$500,000**  
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**\$25,000 - \$50,000**  
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## THANKS TO OUR BOARD

CASEL President Roger Weissberg and Chairman Tim Shriver and the entire CASEL staff want to acknowledge and offer their sincere gratitude to the members of the CASEL Board for their leadership, inspiration, and commitment to the CASEL mission and to improving the educational system on behalf of children across this country. We would also like to acknowledge founding and former board members Linda Lantieri (The Inner Resilience Program-Tides Center), Bob Newman (William Blair & Company, LLC), Ronald Rabin (Kirlin Foundation), and Jennifer Woodard (University of Illinois at Chicago) for their service, guidance, and continued support of CASEL's work and mission.

Thank you all.

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